

Name _____ Date _____ Teacher _____

Second Grade Module 4: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 4: End-of-Module Assessment							
Question	Domain		Standards				
	Operations and Algebraic Thinking	Number and Operations in Base Ten	2.OA.1	2.NBT.5	2.NBT.6	2.NBT.7	2.NBT.8
1		1 2 3 4				X	X
2		1 2 3 4			X	X	
3		1 2 3 4		X	X		X
4	1 2 3 4	1 2 3 4	X	X	X	X	

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total Points				
Level	4	4 points	4	14-16 points
	3	3 points	3	10-13 points
	2	2 points	2	6-9 points
	1	1 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

Represent and solve problems involving addition and subtraction.

- 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)